Grade 8

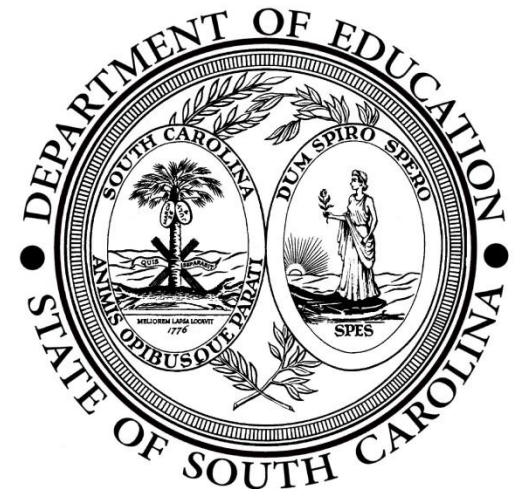# "Never Forget"

Instructional Resource for the

South Carolina Social Studies Academic Standards

South Carolina Department of Education
Office of Standards and Learning
January 2017

Grade/Course Level: Title of Unit
This lesson focuses on cause and effect and helping students understand responsible citizenship in relation to the state, national, and international communities in which they belong. The purpose of this lesson is to complete a case study on the events of the Emanuel AME shooting of 2015. Students will use this case study to deepen their understanding of these specific events. Students will then use their knowledge and skills to create a memorial to preserve the legacy of an event or tragedy. This lesson is connected to the Profile of the SC Graduate in the following ways: World-Class Knowledge, rigorous standards in language arts and social sciences, World-Class Skills, creativity, critical thinking, collaboration, and communication, and Life and Career Characteristics, interpersonal skills and global perspective. This lesson is designed for 2 or 3-60 minutes periods (teachers can choose to extend this to give time to create the actual memorial).
Standard(s) and/or Indicator(s)
Targeted: **Standard 8-7: The student will demonstrate an understanding of the impact on South Carolina of significant events of the late twentieth and early twenty-first centuries.** 8-7.3 Explain changing politics in South Carolina, including the role of Strom Thurmond, the shift from the Democratic Party to the Republican Party, the increasing political participation of African Americans and women, and the passage of the Education Improvement Act (EIA). **Embedded:** **Standard 8-4: The student will demonstrate an understanding of the multiple events that led to the Civil War.** 8-4.2 Analyze how sectionalism arose from racial tension, including the Denmark Vesey plot, slave codes and the growth of the abolitionist movement. 8-4.6 Compare the differing impact of the Civil War on South Carolinians in each of the various social classes, including those groups defined by race, gender, and age.
"I Can" Statements
"I Can" statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).

- *Day 1: I can summarize the events of the Emanuel AME Church tragedy. (8-7)*
- *Day 2: I can analyze multiple texts to understand the impact of the Emanuel AME Church tragedy. (8-7)*
- *Day 3: I can identify the components of a legacy.*
- *Optional Extension: I can create a memorial that preserves the legacy of a historical event or tragedy.*

Essential Question(s)

This is a **suggested** essential question that will help guide student inquiry.
- How do we preserve the legacies of major historical events?
- What is the value in memorializing such events?

Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers. (This statement must be included in each plan.)
- Legacy
- Memorial

Prior Knowledge

In fourth and fifth grades, students studied the changing politics in South Carolina with a focus on the interests of specific groups (4-4.5, 4-6.3, and 5-1.1)

Subsequent Knowledge

In US History students will analyze the causes and consequences of changing politics and society in SC with a focus on the role of media (USHC 8-4).

Potential Instructional Strategies

Day 1 Learning Target: I can summarize the events of the Emanuel AME Church tragedy. (8-7)

Gallery Walk:
1. Gallery Walk instructions for Teacher: http://www.theteachertoolkit.com/index.php/tool/gallery-walk.
2. Have the students create a three column chart for record their notices and wonders during the Gallery Walk. The three columns should be labeled Image Number, Notices, and Wonders.
3. During the Gallery Walk, students will be capturing notices and wonders regarding the images and text (5 minutes). Note: Teacher should prepare and display the gallery walk prior to class.
4. Display the images and allow the students ample time to examine the images and record on their graphic organizer. (20 minutes)
   https://docs.google.com/presentation/d/1L7k9d9ab5PmwIt05uDNeMVW_5vOfP14Qw1O7oqLFinA/edit#slide=id.g1929b7d41e_0_89
5. Once students return to their seats, have students review their wonders and turn and talk with their elbow partner about their most interesting notice. (2 minutes) Assign students within group of 2 to be Partner A and Partner B. Instruct the A's to speak first, then, switch to ensure that each person in the pair gets a chance to speak.

Annotation: Distribute the anchor texts summarizing the history of the church and the events of the Emanuel AME Church tragedy. Give students 15 minutes to read and annotate the texts.
- http://www.ame7.org/history/pages/sc_history.htm
- http://ed.sc.gov/scdoe/assets/File/instruction/standards/Social%20Studies/SC%20Black%20History%20Bugle%20Issue%203.pdf

Grouping: Once students have completed the readings, have students answer these questions using the back-to-back protocol. Have students stand back to back with a partner. Display the first question and allow students think time. When prompted, have students turn and face their partners and provide an answer to the question. For subsequent questions, students will transition to standing back-to-back with a new partner. (15 minutes)

- Questions for the back-to-back protocol:
- Summarize the events that took place in Charleston on the night of June 17, 2015.
- Who was responsible for the events at Emanuel AME Church?
- List the names of the Charleston Emanuel 9 victims.
- Were there any survivors from the Emanuel AME Church shooting? If so, who?
- Describe how the Emanuel AME Church is a symbol of strength and hope for the community of Charleston and beyond.

Debrief: In an exit slip, students should complete a 3-2-1 protocol. On a sheet of paper or an index card, have students record 3 things they learned about the events of Emanuel AME Church tragedy, 2 things they liked about the lesson and 1 wonder they still have. http://www.theteachertoolkit.com/index.php/tool/3-2-1

Day 2 Learning Target: I can analyze multiple texts to understand the impact of the Emanuel AME Church tragedy. (8-7)

Warm-up: Post the wonders from the exit slips from the previous lesson. Have students turn and talk to discuss answers they may have to the questions. As a class, take a few minutes to answer the wonders from the previous day. (10 minutes)

Expert Text Jigsaw: Prior to the lesson, use the first 10 vignettes in the South Carolina African American History Calendar to create multiple texts for students. You may choose to feature each person in each group or limit the features to have smaller groups. Students will use a jigsaw protocol (https://www.engageny.org/sites/default/files/resource/attachments/appendix_protocols_and_resources.pdf) to learn more about the Emanuel 9 and their connection to their communities as well as their legacies.
1. Have the students create a note catcher in their notes. The students should create a three column chart with each column labeled Name of Text, Community Connection, and Legacy. Students should use the this graphic organizer to organize your thoughts as you read and hear about each of the Emanuel 9.
2. Assign each student in the group a different text.
3. Have students read, annotate, and complete the note-catcher for their assigned text. (10 minutes)

4. **Optional strategy:** Before students present, allow them to discuss their text with other students who read the same text. (5 minutes) Students can return to their original groups and present after this.
5. Next, have students go around in a jigsaw and present the information from their assigned text. Each student should need 2-3 minutes to present their information. Dependent on group sizes this may take 20-30 minutes to present. Students should fill in their graphic organizer as students are presenting on the text.

Debrief: Circle Up: Have students stand in a circle in the room. Using the Whip Around/Go Around strategy, have each student comment on the impact of the Emanuel AME tragedy. (Ex. In 1-3 words, give your closing remarks on the impact the Emanuel AME tragedy had on SC.) (10 minutes)
https://www.engageny.org/sites/default/files/resource/attachments/appendix_protocols_and_resources.pdf

Day 3 Learning Target: I can identify the components of a legacy.

Warm-Up: Have students silently read the Moving Forward Excerpt from the SC African American History Calendar.

Interpretation: Have them interpret the quote: "Let us be the example of love that conquers evil." (10 minutes)

Review: Revisit the gallery walk images with a specific focus on those that show the memorialization of the tragedy at Emanuel AME. Have students discuss their notices. (5 minutes)

Vocabulary: Ask students about the word LEGACY. Have students define this word in the context of the legacy of the Emanuel 9. (5 minutes)

Create: Students will be tasked with creating a memorial that preserves the legacy of a historical event or tragedy. Optional: Teachers may opt to have students choose a current event or an event that has been previously studied in the course.
1. Give students time to brainstorm a list of events they may like to memorialize. Optional: Create a class list of these as an anchor chart.
2. Allow students time to plan and prepare their memorials. Optional: Teachers may opt to extend this lesson to have students

actually create their memorials OR students may create a draft of their memorials to be shared with the class. Teachers may collect their drafts as an assessment.

Debrief: Have students stand in a circle, using the Whip Around/Go Around protocol, students can share the event they plan to memorialize, what legacy they expect their memorial to create, and the ideas for their memorial.
https://www.engageny.org/sites/default/files/resource/attachments/appendix_protocols_and_resources.pdf

Optional Day 4 Learning Target: I can create a memorial that preserves the legacy of a historical event or tragedy.

Potential Assessment Task

Day 1: Formative Assessment 3-2-1
Day 2: Formative Assessment: Whip Around/Go Around Responses
Day 3: Formative Assessment: Planning and Preparation of Memorial

Resources

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